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ABSTRACT

This book is intended for graduate teaching assistants and undergraduate teacher education majors who might benefit from a directed exploration, reflection, and application of particular topics related to communicative language teaching and for practicing teachers who need a resource manual for developing tasks and materials for their classrooms. The book serves as a guide for helping instructors develop classroom environments that blend listening, speaking, reading, and writing instruction and includes some two hundred activities and test sections. The first section focuses on preliminary considerations in communicative language teaching. The second section focuses on whether and how to teach grammar. The third section examines the nature of oral communication, suggests ways in which classroom communication can be more like communication in non-classroom environments, and demonstrates how classroom communication can be reoriented through the use of information-exchange tasks. The fourth section explores how reading and writing have traditionally been taught in language classes, and proposes alternative frameworks for teaching second language literacy. The last chapter in the fifth section discusses how to build a proficiency goal within a class period, across a chapter, and across a unit of material and proposes ways in which instructors can set and meet specific goals and subgoals in their teaching by using information-exchange texts. (JL)

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